In his recent book, *Teaching Objects: Studies in Art Based Learning*, Jeroen Lutters (2015) explains to readers how works of art have functioned for him as teaching objects – objects that have introduced him to elements, aspects and qualities of the world that would otherwise remain hidden or unavailable to him if it was not for those works of art that he encountered, took an interest in, and experienced. Reading Lutters’ text, one realizes that he brings his questions about life, friendship, freedom, liberty, and equality to works of art in an effort to understand how they can be thought with these works. Mindful of Lutters’ position, but focusing on contemporary artworks instead, in this seminar, I inquire into the idea that contemporary works of art can perhaps, under particular circumstances, have educative potential and might present as pedagogical in nature. To approach an artwork as potentially educative in nature is perhaps to bring it into presence through a particular set of conditions. The intention, however, is not to reduce it to those conditions. Rather, it is to explore if such conditions open a work of art for additional or alternative meanings. In this inquiry, I use the concept of ‘weak theory’ to engage in a reading of two recent works of art performed and presented in New York City — one on the street and one in the museum. My inquiry is premised on the understanding that artworks have the capacity to address us as well as orientate us to the world in particular and distinctive ways, as they reveal aspects of mankind’s interactions with others, both human and non-human. My inquiry also draws on the understanding that artworks have the capacity to introduce us to topics with which we might already claim a level of familiarity, but they do so from elsewhere, thus providing other viewing places to view what we already think we know. To approach an artwork, then, with the intent of exploring its educative potential is not to look to the work for its educative content, but rather to consider the nature of relations that it activates as potentially educative.

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